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Curriculum Guide

PSYCHOLOGY 20

1. Course to accompany
"Psychology for Living"
by
Sorenson & Malm
2. Course to accompany
"Introductory Psychology"
by
Averill

Department of Education

Edmonton, Alberta

September, 1959



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FOREWORD

This Curriculum Guide in Psychology 20 is an alternative course outline to that based on the text, Averill: "Introductory Psychology". The course that follows is to accompany the text by Sorenson and Malm, "Psychology for Living" .

It consists of seven units, the first two of which are compulsory and three of the remaining five to be selected. The scope of the course is five units in extent.

The course based on Averill is to be found at the end of this outline.

COURSE OUTLINE IN PSYCHOLOGY 20

(To Accompany Sorenson and Malm)

The objective of this course is not primarily the mastery of a given body of subject matter. Rather, its purpose is to bring to the student's attention a scientific approach to the study of human behavior so that he may appreciate more fully the reasons that underlie his own acts and those of his fellows.

It will be well to keep the following observations in mind when presenting the course:

1. Psychology 20 is the only psychology course as such that is offered in the Alberta High School Curriculum.
2. If the course is to fulfil its purpose the presentation should arouse sufficient interest to promote further reading and study on the part of the student and to encourage the application of these principles to his everyday behavior.
3. For students who expect to attend university the presentation of this course may encourage further interest in the subject.

Note: Teachers giving this course should have appropriate training to offer adequate instruction.

Text: "Psychology for Living", Sorenson and Malm

CONTENT

SUGGESTIONS FOR DEVELOPMENT

INTRODUCTION TO THE COURSE

A. A Definition of Psychology

Many students register for Psychology 20 with little or no idea of what psychology is about. In the first class, before any discussion has taken place, have each student write down very briefly what he thinks the course is going to cover. These may be filed for return to the students toward the end of the course. Each may then judge for himself any changes that the course has brought about in his understanding of the term "Psychology".

Present definitions and derivation of the word from two or three standard dictionaries:

Psychology, from the Greek:

Psyche -- the mind, and
logia -- a study

Webster: "Psychology is the science of the mind; systematic knowledge and investigation of the genesis, powers, and functions of the mind."

Funk and Wagnall: "Psychology is the science of the human mind or soul, and its activities and capacities."

Winston: " Psychology is the science that treats of the mind; that branch of biologic science that deals with the reaction of organisms to their environment."

As a parallel to the dictionary definitions suggested above, present the definitions of psychology offered by some of the reference books in the subject:

Ruch: Psychology and Life: "Psychology is the science which seeks to predict and control the behavior of individuals and groups through understanding underlying abilities and motives."

Engle: Psychology: "Psychology is the scientific study of behavior."

Phillips and Gibson: "Psychology and Personality: "Psychology is the science that studies behavior. It studies problems having to do with why we behave the way we do."

Wickens and Meyer:
"The modern view is that psychology is concerned with why people act the way they do, and its purpose is to understand and predict behavior."

The definitions offered by the students themselves usually contain some reference to "mind". All three suggested dictionary definitions do likewise. However, the psychologists are consistent in their reference to the study of behavior. The definition offered by Ewing provides a very suitable connecting link:

"Science studies behavior because it is the only reliable way of studying the mind."

Try to establish the idea that the term "mind" is an abstraction used to describe the function of the concrete physical organs, the brain and the remainder of the nervous system. Since the mind is not something that can be sensed we can only draw conclusions about it by studying its result, that is, behavior.

Sorenson and Malm: "Psychology is the study and science of human behavior."

The definition offered by the text, Sorenson and Malm (opposite) should not, now, give any cause for confusion.

The following quotation from Woodward and Sheehan, might serve as further emphasis:

"Psychology, the great, growing science of living which is attracting so much attention at the present time is a many-sided subject. Its research workers are busy in many different fields, but most of their studies have to do, directly or indirectly, with the problem of helping people to get along better in life, through a better understanding of human beings (including themselves), through greater efficiency in their work, and through better management of their emotions."

Notice the emphasis that all of the definitions place on psychology as a science. Refer to the scientific method and stress that the methods of psychology are the methods of science.

B. A Brief History of Psychology

The traditions of psychology go back to man's earliest speculations concerning himself and the place he occupies in his surroundings.

These can be traced from

1. Superstition through
2. Philosophy to
3. Science

Superstition tried to explain behavior in terms of spirits, demons, and spells.

Growing distrust of superstitions. Explanations led to earnest efforts to explain logically the purpose of man and his place in his environment. This is philosophy.

As science developed, the philosophers gradually turned to scientific methods in their efforts to answer these questions.

The biological sciences study how men and other organisms grow and reproduce.

The social sciences deal with the cultural conditions and social institutions that cause groups of people to behave in a certain way.

A class discussion might bring out the place of psychology in the classification of sciences referred to above.

C. The Methods of Psychology

1. Introspection
2. Experimentation
3. Observation

In early studies the psychologist tried to examine the reasons for behavior by having an individual report and try to explain his own thoughts, feelings, and emotions, and so on. Some very useful information has been gained through the method of introspection but its value is limited.

The greatest advances in knowledge have been made through experimentation but facilities for this kind of study are available only to a comparatively small number of specialists.

Observation is the method which any of us can use in order to draw conclusions about behavior. After many observations have been made a theory is stated to explain the facts observed, and this theory is used as a basis for action until such time as further facts may throw some doubt upon its complete accuracy. This is the scientific method of induction or inductive reasoning. By this method conclusions are never certain but are those that experience has shown most likely to be right. Great danger lies in the tendency to come to a conclusion after too few observations.

D. Other Fields of Study in which there is a Similarity Either of Name or of Subject Matter

Students often have vague and rather confused ideas of the subject matter of some sciences of which they have heard. A very brief mention of those listed opposite and such others as may occur to the

1. Anatomy -- the study of the structure of the body and its organs.
2. Physiology -- the study of the functions of the organs of the body
3. Psychiatry -- the branch of medicine which deals with mental disease.
4. Sociology -- The science which treats of the origin and development of society.
5. Anthropology -- the science of man
 - (a) What man is; the natural history of man.
 - (b) What man does; the cultural history of man.

COMPULSORY UNITS

UNIT I - PERSONALITY

Objective

The objective of this unit is to develop in the student an understanding of the concept of personality.

CONTENT

A. Sources and Growth of Personality

1. A Definition of Personality

Sorenson and Malm:

"Personality is all that you are psychologically."

SUGGESTIONS FOR DEVELOPMENT

Personality has been defined and studied in Health and Personal Development 10. Care must be taken to see that the presentation is not a mere repetition.

Emphasize the difference between the term as it is popularly understood, and as it is understood in psychology.

Engle: "Personality is the organized totality of an individual's adjustments to his environment. It is an individual's pattern of behavior."

A brief consideration might be given to the possible components of personality: wants, habits, interests, attitudes, abilities, emotions, character, and so on. There should be no attempt to define or study these components at this point. They are merely mentioned to emphasize the scope of personality.

With this introduction the students could be brought to the list of questions on Page 2, Sorenson and Malm.

Suggest that students read over this list of questions, and before going on to the text of Chapter 1, that each student jot down his own personal reaction to each question, either "Yes" or "No". Read the text with the object of verifying or modifying his own present beliefs according to the reason put forth by the authors.

The Sources of Personality

- (a) Heredity which determines the capacity for development
- (b) Environment which determines the extent of development

Discussion of the mechanics of heredity may supplement somewhat the outline in Sorenson and Malm, pages 6 to 10. Genetics should be mentioned as the science of heredity, and the theories of inherited characteristics discussed briefly. Students are generally interested in determination of sex, dominant and recessive characteristics, sex-linked traits, and so on.

Psychologists have disagreed for a long time on the relative significance of heredity and environment in the development of personality. Stress the view that both are important, that both are necessary. The genes set the pattern on which personality is able to develop, but environment determines how much of the pattern is realized.

Discuss the studies of identical twins to emphasize the roles of heredity and environment. Other studies of identical twins are readily available in psychology reference books.

What is Human Nature?

Human nature is the way human beings learn to behave through association with other human beings.

Let the class suggest several typical bits of behavior that they have heard passed off with the comment, "Oh, that's just human nature!"

Discuss: "Human nature is just the we come to expect human beings to behave".

4. Investigating Personality

(a) Self-Report

(b) Projective Techniques

The students probably have made some acquaintance in their everyday reading with the current fad for testing. Many popular magazines as well as the newspaper supplements often carry so-called tests for various aspects of personality. Examples should not be hard to obtain. These may be studied in the light of the criticisms given in the text.

5. Personality Typing

Since earliest times thinkers have been trying to find some means of associating personality traits with certain physical characteristics in an effort to arrive at some reliable method of personality typing. The students will be interested in what the text has to say about these attempts.

Undoubtedly, whether consciously or not, we do use physical characteristics as a basis for personality assessment. It is not hard to think of many common examples of this practice; e.g., the good-natured, jolly fat man; the quick-tempered redhead; the pompous short man, and so on.

6. Common Errors in Assessing Personality

(a) Conclusions drawn on insufficient evidence.

Scientific induction demands that observation be extensive before any conclusion is drawn. Further observation that in any way disagrees with the original conclusion condemns it as unreliable.

(b) Halo effect

This might be suggested as a further example of insufficient observation.

7. What is a "good" personality?
8. Can personality be improved?
 - (a) Should your personality please yourself?
 - (b) Should it always be pleasing to others?
 - (c) Must it be an asset to society?

Discussion should bring out the significance of each of the three questions. Some consideration could be given to characteristics which would qualify as "assets to society".

Stress that there is no inevitability about undesirable traits of personality. Each individual may have in himself the resources which enable him to modify his personality.

The questions on pp. 28-29 offer excellent material for review and discussion of the material contained in Chapter 1. The amount of time spent on this will depend upon class interest, and must be limited in the light of the time available for the course.

The character sketch so often assigned as an exercise in English would be more correctly named if called a personality sketch. Several selected passages from literature where the picture of a particular personality is presented might be read to the class and discussed.

Getting Along with Other People

1. Since modern living appears likely to continue to throw human beings into closer and closer proximity with each other, learning to live with other people becomes a more and more necessary accomplishment for each human being.

The only hope of understanding other people is to know them. If the Psychology 20 class is a large one it is likely that there are a number of students in it who are not acquainted with all of their classmates. If it seems desirable arrange for a "get-acquainted" session in which the students circulate among each other and talk. Encourage each student to find out the name and a little about any others in the class that he does not know. Use a seating plan chart to aid their efforts. Make it an objective of the course that all students in the class become well acquainted with each other.

2. Who are the people we choose for our acquaintances?
 - (a) Those who contribute to our feeling of worth.

How is it possible for students to attend the same school for two or three years, sometimes even as classmates, and still not know each other? In some cases students will not even know the names of others with whom they have attended classes. Stress that we get acquainted with the people with whom we wish to get acquainted, and search for the reasons for this.

Introduce the idea of the person's concept of himself (call it his "ego" if you like), and of the effect that others have on it. Everyone likes to feel of some worth, and each of us is attracted to those people who, in some way or another will contribute to our feeling of worth. We are repelled by those who make us feel mean, small, and insignificant.

- (b) Those who contribute to our sense of security.

Study Sorenson and Malm's list of qualities that people like. See if each one can be interpreted as in some way contributing to the sense of worth or feeling of security of others.

Likewise see if the list of qualities that people dislike will be apt to upset them in some way, either in detracting from their feeling of worth or in promoting a feeling of insecurity.

It might be suggested also that a feeling of worth is just another aspect of a sense of security.

3. Qualities that immediately attract

Little emphasis is needed on these other than as they are presented in the text. Student interest will determine whether any enlargement is needed.

Manners could be described as the lubricant which lessens the friction of social contacts. Courtesy does much to allow us to carry out our social activities without the generation of undue heat.

Time will not permit detailed treatment of the questions at the end of each chapter but the students should be urged to include them in their reading and to devote a little thought to any that interest them.

Habits

1. The physical basis of habit formation

Review briefly the theory of the nervous system as remembered from Health and Personal Development 10. Refer to diagram on page 308 of Sorenson and Malm.



(a) Definitions:

- i. Stimulus--anything in the environment which initiates an impulse through the nerve-ending in a sense organ.
- ii. Response -- the behavior that results from a stimulus.
- iii. Physically:

A STIMULUS)creates an) which
to a)IMPULSE in) causes a
SENSE)the) RESPONSE
ORGAN)NERVOUS) in the
	SYSTEM) MUSCLES
		or GLANDS

Review the senses and their organs suggesting others in addition to the five most likely to be mentioned; e.g., sense of balance, kinaesthetic sense, sense of well-being, etc.

iv. Psychologically:

RECEPTOR --- CONNECTOR ---

EFFECTOR

2. The Three Levels of Behavior

- (a) Reflex and instinctive, that is, unlearned behavior
- (b) Habit which has to be learned but becomes automatic through use.
- (c) Behavior resulting from reason.

Mention reflex action although the text does not deal with it at this point. Point out the difficulty of distinguishing between instinctive behavior and well-learned habit. Some psychologists say that it is very doubtful that the term instinctive is correctly applied to any human behavior.

Insects possess relatively simple nervous systems. A given stimulus sets a predetermined pattern of nerve impulses in motion which will result in a stereotyped response. The higher the organism, the more complex its nervous system, hence the less there is of instinctive behavior. In popular usage habitual behavior is frequently described as instinctive, e.g. a small child darts from between parked vehicles in front of a moving car. Is the driver's response instinctive? Obviously not since the man learned to drive the car; it was not an accomplishment with which he was born.

How habits serve us.

- (a) Through making some behavior automatic they free our minds for other activities.
- (b) Efficient habits save time energy.

See the text for explanation and clarification.

4. Sources of habit:

- (a) Custom, tradition, experience, teaching

Most of the habits acquired in the class are the result of influences in the environment directed toward the establishment of definite patterns of behavior. These factors include home, school, church, government, and so on all directing purposefully the formation of habits considered desirable in the society in which the individual lives.

- (b) Habits acquired because they meet some need.

People develop certain habits which they hope will help in the attainment of their goals. Many of these are learned through trial and error as there is less likely to be direction from the environment in this case.

- (c) Some behavior becomes habitual because it gives particular pleasure.

Many habits are started accidentally, that is, a certain act is repeated because it is found to give pleasure to the doer. Such habits should be carefully scrutinized to see whether they can be classified as good habits or not.

5. Habits are established through attention and repetition.

6. Areas in which habits operate

The formation of desirable habits in areas of routine behavior has been emphasized in so many previous courses that any further repetition here is likely to prove boring. If interest warrants some of these habits might be discussed briefly in the light of possibilities for personality improvement.

7. Breaking a bad habit.

- (a) Strong desire necessary to eliminate the habit
(b) A new habit must be substituted for the old one
(c) Practice the new habit at every opportunity
(d) Allow no exceptions, that is, no returns to the old habit.

Sorenson and Malm covers topic 7 in considerable detail.

8. Good and bad habits

- (a) Good habits reduce nervous tension
(b) Bad habits may reduce a particular tension, but invariably give rise to others in its place.

Look for examples of this type of thing in everyday behavior. Relate these to the idea that efficient habits enhance our sense of security, while inefficient habits keep us in a constant state of insecurity.

9. Dangers of too rigid habits:

Habit patterns are subject to modification because

- (a) Individuals grow and mature
- (b) They live in a changing world

In class discussion consider the changes in living that many people now alive have experienced. In order to be reasonably adjusted to their environment, they have had to modify their habits many times, often in the same areas, e.g., through the horse and buggy era, the automobile era, the air age and its advances into jet and atomic power. Or, in the field of popular music from the minuet and waltz, to ragtime, jazz, jitterbug, and so forth. Many such examples can be found in students' own experience. Again, the questions at the end of the chapter can be left largely to the interests and inclination of the students themselves.

Needs

1. The basic or physical needs

Review the basic wants briefly: food, drink, clothing, shelter, freedom from pain, use of excess energy, maintenance of the species. Bring out the strength of human desire for survival and point out that the wants most closely affecting survival are those which are going to receive priority in determining human behavior. Man becomes interested in his psychological needs only after his physical needs are satisfied.

2. The psychological needs:

These are the needs associated with the individual's expression of his personality

- (a) Major psychological needs
 - i. need for security
 - ii. need for feeling of worth
 - iii. need for agreeable relations with others
- (b) Minor psychological needs

Students should realize that with the advances that have been made in the means of satisfying the physical needs, man has more time to devote to his psychological needs. As a result of increased leisure the psychological needs of individuals are assuming more and more importance in the society in which we live. The satisfying of these needs becomes a major influence in determining the personality of the individual.

Sorenson and Malm offers an adequate outline for discussion of other needs. Suggest that no great stretch of the imagination is needed to classify each of these minor needs as a particular aspect of one of the major needs. This should lead to the conclusion that classification of needs is no hard and fast matter; that different authors are likely to group them in other ways. Recommend some reference reading in this respect from available references. e.g., Chapter 1 of Introductory Psychology, Averill.

From all this it might be possible to conclude that the psychological needs could all be grouped under one very general, broad heading as some psychologists have suggested, say the need for security, or the need to dominate, or the need for self-expression.

3. Understanding needs as an aid to understanding behavior.

- (a) The way in which a particular need is satisfied may be determined by environment
- (b) The same needs are not equally important to all people
- (c) Strengths of the different needs vary from one time to another in the same individual
- (d) The efforts that the individual makes to satisfy a need quite often fail
- (e) No two individuals are exactly alike

Satisfaction of needs is a primary motive in behavior. If we can understand the strength of a certain need to an individual then we are in a better position to understand, aid, or possibly tolerate his efforts to satisfy it. Careful discussion of the points opposite is desirable here if the students are to gain some appreciation of the importance of needs in determining personality.

4. Assessment and use of the opportunities available to the individual

5. Intelligent reaction to other people

UNIT II - MENTAL AND EMOTIONAL HEALTH
(Compulsory)

Objective

The objective of this unit is to develop in the student an understanding of the implications of mental and emotional health on human behavior.

CONTENT

SUGGESTIONS FOR DEVELOPMENT

A. Emotion

1. The nature of emotion

2. Characteristics of emotion:

- (a) Emotion always results from some stimulus in the environment.
- (b) There is a change in activity of the internal organs
- (c) There may be overt symptoms, that is, changes in outward appearance
- (d) There may be accompanying mental activity

3. Aspects of emotion:

- (a) Emotion is temporary; usually its duration is limited, and its effect is not permanent
- (b) It is persistent while it lasts. Its appearance is usually sudden and it occupies complete attention while it lasts.
- (c) It is a very complex condition; many factors may affect it.
- (d) There is confusion of organic stimulation. Some factors may tend to counteract others.
- (e) It appears at all ages.
- (f) It frequently interferes with reason or judgment.

Students have observed enough and know enough about emotion to be able to bring out most of the points mentioned. It could be suggested that one of the outcomes of civilization is the control of emotions. Times of crisis or extreme peril often serve to show how incomplete this control is, and how quickly civilized human beings can revert to primitive behavior under emotional stress.

4. Classification of emotions

Broadly classified, emotion is reaction to either:

- (a) fear or threat or
- (b) satisfaction of needs

In (a) the emotion felt may be either fear or anger or some emotion closely related to one of these. The resulting behavior may be protective, defensive, or some kind of an escape measure.

In (b) the emotion will be one of pleasure or love and will have the effect of impelling the individual, either physically or mentally, to approach the stimulus which gave rise to the emotion.

5. Early manifestations of emotion:

- (a) Fear in response to a sudden, loud noise, or in response to loss of support
- (b) Anger in response to physical restraint
- (c) Love in response to fondling and caressing

Discuss from Sorenson and Malm

6. The learning of emotional responses:

- (a) Through conditioning
- (b) Trial and error
- (c) Others

Discuss the term "conditioning" in some detail to make it meaningful at this point. The text deals with the process more fully in a later section in connection with learning.

7. Emotion as an asset:

- (a) It is emotion that gives color to personality.
- (b) Emotion is felt by all human beings, thus creating a common bond in experience.
- (c) Art is an expression of emotion.
- (d) Emotion provides extra energy in times of stress.
- (e) Emotion motivates much of the good in behavior.
- (f) Pleasant emotions have a tonic effect on personality.

The points opposite may be discussed in as much detail as time permits or the interest of the class warrants.

8. Emotion as a liability:

- (a) Emotion may be the motivating force for bad actions.
- (b) Emotion may cause the individual to be deceived by others or by himself.
- (c) Emotion often wastes energy.
- (d) Emotion can be detrimental to health by causing digestive upset, allergic reactions, loss of sleep, headaches, and so on.

9. Emotional maturity

- (a) Undesirable emotional responses that are symptoms of emotional immaturity
- (b) Desirable emotional responses that are symptoms of maturing emotional behavior.
- (c) Awareness of emotion
- (d) Proper use of emotion
- (e) Emotional control
- (f) Emotional balance

Suggest that a person's emotional maturity may be judged by the extent to which reason controls emotion in determining behavior; that emotional maturity can be developed and improved if the individual is able to recognize and understand the reasons behind his own immature acts.

Full emotional maturity is an ultimate toward which each individual can make progress; it is a state which can be approached but not attained. Realization of this should make the individual more understanding of his own assets and shortcomings. **Emphasis must be on**

improvement rather than on the attainment of a perfect state.

Questions at the end of Chapter 5 open up excellent areas for discussion but may lead to more time being spent on this topic than its place in the course warrants.

Methods of Defence and Escape:

1. Much of our human behavior is the result of a threat, real or imagined, that is present in our environment. The threat may be to our sense of worth or to other feelings of security. In either case it gives rise to a feeling of concern which is closely akin to, and may become, fear. The resulting behavior is designed to lessen the threat either by taking steps to defend ourselves against it or by running away from it.

It should be emphasized that there are no hard or fast classifications of defence and escape mechanisms. Many of these mechanisms have elements of both defence and escape but they are included in Sorenson and Malm under the one toward which they seem to incline the more. In considering this kind of behavior it is well to try to decide also whether the threat is to the person's sense of worth or to other feelings of security.

2. Defence mechanisms

(a) Rationalization

This type of behavior is an ineffective reaction to failure, a sign of not having learned to cope in a satisfactory manner with situations that present themselves in the environment.

- i. Saving face
- ii. Sour grapes
- iii. Self-justification
- iv. Sweet lemon or Pollyanna
- v. Projection -- of failures on to uncontrollable conditions -- of faults in self on to other people

A tendency to rationalize may be lessened by:

- i. Acknowledging disappointments
- ii. Seeking and trying to correct the cause of disappointment
- iii. Forgetting about it when a solution cannot be found.

The various types of behavior included under rationalization could be considered from the viewpoint of whether the individual is trying to protect his feeling of worth or whether he is trying to increase other feelings of security. Students will be able to think of examples from both their own behavior and the behavior that they have observed in others to illustrate the different kinds of rationalization. It is a topic close to their own experience and one which can be developed into a very useful class discussion.

It should be emphasized that most people rationalize to some degree; it is not necessarily a personality defect until it becomes an habitual mode of behavior on which we depend. Each student should try to check his own behavior for frequency of rationalization. Of course, this is difficult to do because rationalization is in large measure an unconscious process.

(b) Negativism

- i. Negativists respond unfavorably to suggestion
--generally refuse requests
--resent direction and instruction
- ii. Possible ways of dealing with the negativist:
--suggest the opposite of what we really desire.
--make it appear that the desired opinion or suggestion has come from the negativist himself.

Negativists are non-cooperators; their first reaction is to be consistently against whatever others want to do.

Since the negativist's behavior will be to disagree consistently, any efforts toward co-operative action will have to be made by the person who is trying to work with him. This may be extremely trying but if progress is to be made appears to be the most promising method.

(c) Temper tantrums

- i. Causes: Temper may result from frustration, failure, or offense to the individual's feeling of worth. It may be caused by the pressure of cumulative strain. It can be the result of physical discomfort. It may be used to cover feelings of inferiority.
- ii. Effects:
Temper results in poorer control of physical and mental abilities. It interferes with reason. It stirs up resentment and opposition in others.
- iii. Remedies:
Understand the cause of the emotion.
If the cause is known steps may be taken to bring about some measure of prevention and control. Direct temper away from people. Release the tension caused by the emotion through some kind of acceptable though possibly destructive activity.

With the young it is often found to be an effective means of getting some need satisfied, particularly the need for attention. In such cases it can be thought of as contributing to the individual's sense of worth.

The old admonition of "counting to ten" has practical sense. Strong emotion is usually of short duration, and if violent speech or action is avoided while the emotion is at its peak, the urge will pass, and no harm is likely to result.

(d) Compensation

The term compensation is applied to behavior which seeks to make up for some lack; that is, its purpose is to contribute to a feeling of worth in the user.

Emphasize the limitations of one-sided development.

- i. Desirable compensation takes place when some inadequacy is replaced by some virtue or strength.
- ii. Undesirable compensation tends to cover insufficiencies with unacceptable behavior.

Escape mechanisms

(a) Daydreaming or reverie

People who fail to meet their frustrations satisfactorily often find escape in a world of phantasy where they can imagine all their wants satisfied. Daydreaming may take different forms in the minds of those who resort to it.

- i. The conquering hero
- ii. The suffering hero or martyr
- iii. Identification with persons real or fictional who possess the qualities admired.

Daydreaming may be useful if it results in positive or creative behavior, but is a personality defect if it is used only as an escape from reality.

Emphasize that imagining an unpleasant problem solved does not lessen the frustration when the dreamer returns to reality; in fact, the disappointment may be even deeper.

At the same time bring out the fact that daydreaming has likely contributed more than we realize to great inventions, and to achievement in the arts.

(b) Illness

- i. People may resort to illness in order to avoid a situation which, for some reason, they fear.
- ii. Illness may be used as an attention-getting device and so increase the feeling of worth and security of the person who resorts to it.

Point out that some people actually seem to "enjoy" ill health. Also mention that illness if used as an escape mechanism, may appear quite real to the sufferer. On the other hand discuss the possibility of wishing to be ill to the point where one actually begins to feel unwell.

(c) Suppression

This is voluntary behavior; the person concerned tries to erase certain unpleasant memories, feelings, and ideas from his mind. He is quite conscious of what he is trying to do. Suppression may be:

- i. Useful if it frees the thoughts of trivial irritations and disappointments so that important things can receive the attention they need.
- ii. Harmful if it buries prejudices, jealousies, and dislikes that should be brought into the open, talked out and understood.

(d) Repression

This kind of behavior is involuntary; some factor of which the person is not aware keeps the unpleasant memory or feeling out of the mind. Repressed emotions might be described as "buried trouble". Repression may result from:

- i. Conflicts we are unable to handle
- ii. Memories too unpleasant to face
- iii. Hurts we refuse to acknowledge

(e) Regression

- i. Living in the past
- ii. Return to infantile behavior (Living in the future to present problems is a form of behavior very comparable to regression)

A practical solution:

- Learn from the past.
- Plan for the future.
- Live in the present.

Discuss various ways of avoiding repression and unwholesome suppression.

1. Adherence to principles of religion is natural guard against behavior that may bring disapproval.

2. When wrong has been done a wholesome philosophy of life can provide comfort.

3. Talking over the situation with someone will ease tension. Pent-up feelings of guilt and self-blame can build it up to unbearable levels.

Elderly people are inclined to yearn for the "good old days". Develop the idea that these exist only in their memories. People remember best the things they want to remember, hence the enjoyable experiences of the past. The "good old days" had their faults too but these have become dim with the passage of time. Places and people change as time goes by and a return to the scenes of earlier good times is often a disappointment and a shock.

Feelings, Concepts, and Attitudes

1. Feelings

- (a) Feelings tell us how we are situated with respect to any person, happening or idea.
- (b) They frequently come from limited or even a single experience.
- (c) They are usually lasting.
- (d) They are often unreliable and so are not in themselves a sound basis for behavior.

Feeling tells us whether our own relation to a situation, a person, or an idea is good or bad, satisfactory or unsatisfactory, favorable or unfavorable.

Stress that while feeling and emotion have many elements in common they are not the same thing, although strong feeling may give way to emotion. Feeling is present in all situations but emotion is not.

2. Concepts

- (a) A concept is a general idea of something
- (b) It is the result of experience either personal or secondhand.
- (c) It may be detailed and accurate or it may be meagre and distorted, depending on the breadth of experience associated with it.

The concepts a person has are his own; one person's concept of anything will not be identical with the concept anyone else has of the same thing. e.g. Think of the Banff Ski Lift. It is possible to have in the class:

- (a) Students who have heard of it but little more
- (b) Students who have heard and read about the ski lift, and whose experiences may have included pictures.

- (c) Students who have been at Banff or through the mountains without actually having been up to the ski lift.
- (d) Students who have been up to the foot of the lift.
- (e) Students who have actually ridden on it.

Either oral or written descriptions of this or some other simple example could be used to bring out the growth of a concept through additional experience. Show the additional elements possessed by the person who has actually ridden on the lift.

3. Self-concept

The individual's concept of himself is a key factor in his personality.

- (a) Self-concept develops through experience
- (b) Misinterpretation, limited experience, and so on may result in a distorted picture of oneself.
- (c) The healthy self-concept assumes awareness, understanding, and acceptance of both virtues and faults or shortcomings.

In class discussion get examples of everyday experiences which have in some way contributed to a student's concept of himself. Where a student reports some incident that has made him feel either very important or very insignificant, study the circumstances in detail for evidence of distortion in his interpretation of the behavior of himself or others. Stress again the desirability of being able to view a situation objectively, or being able to separate what really took place from the feelings associated with the experience. Bias either for or against oneself is an ever present danger in the forming of a self-concept.

4. Inferiority feelings

- (a) Causes:
 - i. Physical characteristics
 - ii. Economic status of the family
 - iii. Social experiences
 - iv. Failures
 - v. Object of criticism and/or ridicule in the home surroundings
 - vi. Embarrassing experiences connected with the home situation or with some other member of the family group.
- (b) Symptoms:
 - i. Lack of ease in social situations
 - ii. Unfavorable criticisms of others
 - iii. Sensitivity to criticism or slight

Feelings of inferiority may be the direct result of an unsatisfactory concept of self; certainly the self-concept is not a healthy one when feelings of inferiority are present.

Emphasize the importance of the individual; that in our society people are ready to accept the individual on his own qualities. The criterion of a man's worth to his community is not whether he wears a white collar or overalls at his work, but how well he does the job that it is his responsibility to do.

Have the class find and report on people who have achieved outstanding careers and won the respect of their fellow citizens in spite of physical handicaps, unpromising backgrounds, and so on.

- iv. Dislike of advice
- v. Hunger for praise
- vi. Tendency to compensate
- vii. Envy, jealousy, and self-pity
- viii. Tendency to resent instruction and authority

Stress the undesirability of being too ready to attach an inferiority feeling tag to the behavior of others. Discuss in some detail the possibility that this may be a symptom of inferiority feelings on the part of the person who does the classifying.

(c) Remedies:

- i. Recognize the presence of such feelings
- ii. Try to find and understand their causes
- iii. Try to be as competent and able as possible
- iv. Cultivate a feeling of friendliness toward others
- v. Appreciate your own good qualities
- vi. Think more of others than of yourself
- vii. Avoid the tendency to be over critical of the behavior of others.

Ask the class to discuss the following statements:

- 1. Depression or "the blues" may be the result of inferiority feelings.
- 2. Some conscious or unconscious sense of lack, delayed action on some past frustration, slight, or unsatisfied need may result in a depressed feeling. At other times its cause may be some upset in body chemistry.

Attitudes

An attitude is an enduring, acquired predisposition to react in a characteristic way, usually favorable or unfavorable toward a given type of person, object, situation or ideal.

(a) Sources of attitudes

- i. Training
- ii. Friends and associates
- iii. Reading
- iv. Conversation
- v. Radio, television, movies
- vi. Propaganda

The role of home, school, and church in giving the child his basic pattern of attitudes should be discussed in considerable detail. Here there is conscious direction by external forces in the formation of attitudes generally acceptable in the child's environment.

(b) Why attitudes may change

- i. New acquaintances
- ii. New environment
- iii. Vivid experiences
- iv. Propaganda
- v. Direct suggestion

Since propaganda is such a potent force in influencing mass opinion in this modern age the topic could well be expanded at this point by reference to Chapter 21, pp. 517 - 529, "The Foolers from Without".

Suggest that an attitude is an habitual form of behavior when confronted with a specific stimulus, and that like any other habit it may be changed if the will to do so is stronger than the need to maintain the old habit.

Discuss customs and traditions in the light of the above work on attitudes. Suggest that progress or retardation in a society may be the result of mass attitudes.

6. Prejudice

A prejudice is an attitude based on insufficient information; it is usually thought of as an unfavorable attitude but this is not necessarily so.

(a) Aspects of prejudice

- i. Prejudices are untrustworthy
- ii. Where unfavorable they can be damaging
- iii. Behavior based on prejudice is not reasonable behavior
- iv. Prejudice against change may retard progress

(b) Reasons for prejudice

- i. Indoctrination
- ii. Personal experience
- iii. Fear and guilt feelings
- iv. Frustration and feeling of inferiority

(c) Handling your own prejudices

- i. Recognize your prejudices.
Are your own strong opinions based on fact?
- ii. Increase knowledge by keeping an open mind toward new information.
- iii. Look for the possibility of prejudice in all propaganda
- iv. Check your own statements carefully where there may be a strong likelihood of prejudice.

7. Anger and Fear

1. Anger and fear are preparations for physical action.

Cannon's Theory: Anger is a preparation for fighting.
Fear is a preparation for flight.

2. Anger

This emotion is generally the result of a frustrating situation.

An attitude either for or against some object, person, idea or ideal becomes a prejudice when it prevents us from considering and evaluating new evidence.

Develop as a class project the study of some of the more colorful advertisements from current magazines, and from billboard, radio, and T.V. advertising. Determine the attitude that the advertiser is trying to develop in the readers and viewers. Search for evidences of prejudice.

Consider how politicians may use propaganda to influence mass attitude.

How may people's attitudes be influenced by propaganda in time of war or other national crisis?

Refer back to the section already covered in which emotion was described as a mobilization of bodily resources for behavior of some kind.

Study in some detail the chart on pp. 224-225 showing the physical changes that take place in the face of an emergency which gives rise to either fear or anger. Compare it with the aspects of emotion listed previously.

(a) The advantages and disadvantages of anger.

Detailed advantages and disadvantages of becoming angry are listed in Sorenson and Malm on pages 223 and 226. These may be discussed as presented but emphasis should be placed on the fact that the disadvantages are far more numerous than the advantages. This should lead to the conclusion that an anger reaction is more likely to be a detriment than an aid to efficient behavior.

(b) How to avoid anger:

- i. Recognize that few problems in civilized society are solved by anger.
- ii. Since anger results from frustration a more diligent search for a solution to the problem may remove the cause of anger.
- iii. Review your attitudes and see if there may not be sound reasons for a change of viewpoint.
- iv. See if another response to the frustrating stimulus may be possible.
- v. Where possible try to avoid those stimuli which give rise to anger responses.
- vi. Try to allow a lapse of time before responding to a frustrating stimulus.

(c) Getting over anger

- i. Try to keep a sense of proportion. Do not let unimportant incidents develop into major frustrations.
- ii. Forget your anger
- iii. Relax in those areas of response over which there is voluntary control.
- iv. Release the energy of anger on some socially acceptable activity.
- v. Realize that control of emotion is a sign of maturity and lack of control is a sign of immaturity.

The following statements may form a basis for class discussion.

1. The human mind has the ability either to re-live or to forget experiences. Here is one of the advantages of being able to forget. It is a sign of maturity not to dwell unduly on situations which give rise to undesirable emotion.

2. Certain physical changes (see above) take place in the mobilization of the bodily resources to meet an emergency. Over some of these changes such as breathing and facial expression we can exert voluntary control.

3. Many socially acceptable activities are destructive in nature. Mow the lawn, beat the rugs, clean the walks, hit a golf ball as a substitute activity in the release of anger tensions.

3. Fear

- (a) Fear is an emotion which most people have experienced.
It may
- i. Prompt us to escape from a dangerous situation.
 - ii. Cause us to behave in a manner that is socially acceptable.
- Or it may
- iii. Serve no purpose
 - iv. Act as a detriment to reasonable behavior.

- (b) Handling fear
- i. In some cases escape as indicated by fear is sensible behavior.
 - ii. In other cases the situation feared must be faced.

(c) Conditioned fear

In cases of physical danger emphasize the difference between courage and foolhardiness.

Courage is developed by the doing of the necessary even when this is difficult and feared. Refer to the material already covered on defense and escape mechanisms. The desirable habit is to face and strive to surmount difficulties, the undesirable habit to seek escape from them by some kind of less acceptable behavior.

Refer to p. 116 particularly in regard to the fear reactions found in the newborn infant. All other fears must be learned, that is, must be the result of environment. Individual members of the class will be able to contribute fears which they possess and which they can trace to specific experiences. There should be plenty of material here for a good class discussion.

(d) Anxiety and anxiety states:

Anxiety is an emotional state (frequently unconscious) closely allied to fear in that it is aroused by the perception of threat, either real or imagined. It manifests itself in a dread of harmful happenings, and a feeling of frustration over the inability to escape these threats.

Fear is strong, and often violent emotion, but it is usually dissipated in a relatively short time through action.

Anxiety is painful and troubling. Tensions caused by anxiety are persistent. The individual is unaware of the cause, hence cannot perceive what action to take to dissipate them.

- i. Sources of anxiety: Failure to satisfy basic needs
Real or feared threats to any aspect of security
Criticism and disapproval by others
Concurrent, opposing motives or needs
Nonconformity to prescribed standards
Disappointment and loss
Inability to perceive new elements in a problem
Feelings of inferiority
Repression of hostile impulses; i.e. repression of the natural desire to dissipate emotion through physical action.

ii. Aids to overcoming anxiety:

Possession of a satisfactory philosophy of life
An immediate and a long-range goal
Courage to make decisions
Consistency in behavior
A sense of humor
Substitute satisfactions

Compare and reconcile this list of aids with that given in Sorenson and Malm, page 239.

The significance of religious faith in providing a sense of security might be discussed in some detail.

Hobbies and recreational activities might be considered in the light of their use to obtain substitute satisfactions, and so on.

These aids in dealing with anxiety may lead to satisfactory adjustment. Failure to make satisfactory adjustments is likely to lead to the types of unacceptable behavior discussed under defense and escape mechanisms.

The dangers of unprescribed use of tranquilizing drugs in the treatment of anxiety should be stressed.

(e) Worry

Worry is a mild anxiety, very common, often bothersome but seldom having serious implications with respect to health.

Differentiate between worry and reasonable concern over duties and responsibilities. Realize that rational approaches to emotional problems may prove inadequate.

i. Handling worry: see the futility of worry

ii. Concentrate on the matter at hand;
Be realistic; how often do the things we worry about fail to happen?
Get the problem out in the open.
Examine the possible consequences; often they are not so serious.
Relax.

(f) Guilt feelings

A feeling of guilt results from a sense of having done wrong. Where justified it may be an incentive to better behavior. Where such feelings are emphasized more than their cause warrants, they may lead to anxiety.

Discuss the possibility of measuring some of the physical aspects of emotion in trying to determine the presence of guilt, e.g., the "lie detector".

Conflict and Frustration

1. Conflict occurs when two or more needs stimulate behavior at the same time.

(a) Conflict involves a choice of action, that is, a decision is required.

(b) Conflicts may occur between

- i. Opposing ideas
- ii. Basic urges and practical considerations
- iii. Ideals of right and wrong

(c) Causes of conflict:

i. Failure to achieve independence

Stress particularly the conflicts of adolescence which are those presently most closely related to the experience of students taking Psychology 20. Point out and discuss the conflicts which occur when the teen-ager wishes to behave like an adult but has not matured to the point where he is willing to accept responsibility for his behavior.

ii. Feelings of inferiority

Young people in their teens often have feelings of inferiority as a result of their own lack of experience in comparison with adults. Such feelings are natural..

iii. Self-indulgence

Seek and discuss situations in which the individual's need for success and accomplishment may be in conflict with his reluctance to put forth a consistent effort. What undesirable kinds of behavior may result from this sort of conflict? What defence or escape mechanisms are frequently used, which are not healthy unless they are adult and persistent?

iv. Lack of standards, ideals, and goals

Emphasize the importance of standards, ideals, and goals as guides in the matter of decisions on behavior. The person with a definite goal, or the person whose standards of behavior are consistent has a comforting certainty that his decisions are likely to be satisfactory.

v. Desire for perfection

Suggest the conflicts that may result from a lack of appreciation of one's own strengths and limitations.

(d) The significance of conflict in mental health:

i. Persistent conflict can lead to emotional upset.

Discuss the possible relation of persistent conflict to the anxiety states previously studied.

ii. Unsatisfied wants may lead to discontent, unhappiness, and many kinds of undesirable behavior.

Bring out the mental health aspects of such unsatisfactory ways of dealing with conflicts as hypocrisy and logic-tight compartments.

iii. Inability to identify the areas of conflict, and so to isolate their causes, leaves the individual unable to cope with many troubling emotional states.

(e) How to avoid and resolve conflicts

Refer here to the "causes of conflict" above.

- i. Have definite ideals and a satisfactory philosophy of life.
- ii. Have clear cut goals, both immediate and distant
- iii. Make decisions within a reasonable time
- iv. Be consistent in behavior.

2. Frustration

Frustration is the blocking and thwarting of the satisfaction of our needs. It is likely to evoke an emotional response of some sort.

Obtain class reaction to the following statements:

(a) Sources of frustration

- i. Internal conditions; mental power, strength, health, physical condition either temporary or permanent.
- ii. External conditions; poverty, a broken home, lack of love and affection, insecurity

The source of frustration may be within the individual himself if his aspiration level is too high; that is, if his goal is much beyond his powers of achievement. The individual will be most content if he is able to develop appreciation of his own powers and limitations, and then strives to make the best possible use of the capabilities that he has.

(b) Effects of frustration on personality

- i. Anger and hostility with the likelihood of aggressive behavior
- ii. Discouragement due to defeat, with a consequent loss in feelings of security and possible withdrawal from activity.

(c) Response to frustration

- i. By anger, hostility, aggression, and withdrawal
- ii. By overcoming the conditions that cause frustration.

In the ordinary day-to-day behavior of the individual these responses to frustration are not considered to be desirable behavior. Point out, however, that there are times when the energy of these responses can be diverted to activity that is acceptable and beneficial. Bring forward examples from history where significant social movements and far-reaching reforms have resulted from either individual or mass reactions to frustration. Refer again to common activities in daily life which are destructive in nature yet acceptable, and so can be used as an outlet for strong feelings of hostility and aggression; e.g., mowing the lawn, cleaning the house, beating the rugs.

iii. By avoiding the frustrating situation

While running away from a problem is not the way to solve it there are circumstances under which the temporary or even permanent avoidance of the frustrating situation may be the behavior most beneficial to the individual's personality, e.g. the curtailing of certain activities because of physical limitations, etc.

iv. By substituting other goals

Many alternatives are present in life. However, it should be emphasized that a substitute should be sought only when failure to achieve the original is resulting in frustration that is having a damaging effect upon personality.

(d) Conclusions:

- i. Frustration is experienced by everyone.
- ii. If intense and lasting its effects can seriously damage health and affect mental balance.
- iii. Handled intelligently and courageously frustration strengthens and develops character.

F. The Serious Maladjustments

1. The reasons for studying mental illness

- (a) Caring for the mentally ill is an important and expensive responsibility of our society.
- (b) The behavior of the mentally ill is so different from that of normal people that it may be feared, shunned or ridiculed.
- (c) For a long time mental illness was regarded as hereditary and traces of this belief are still found quite frequently.
- (d) Hope for more successful treatment of the mentally ill depends upon the attitude and understanding of society toward the problem.
- (e) Better understanding of the problems of the mentally ill will give the individual a more sympathetic and helpful attitude toward persons so afflicted.

Introduction to this topic should include rather detailed discussion of why it is being studied in order that the attitude of the students toward it may be one of seeking information and understanding rather than morbid curiosity.

Reference has been made in previous sections to the increased tempo of modern living and the resultant increases in nervous tensions which may lead to unsatisfactory behavior. Papers and magazines play up the increase in mental breakdowns to an alarming degree. Emphasize the fact that with improved methods of diagnosis and better possibilities of treatment more cases are being identified and more sufferers are presenting themselves for treatment and more success is being achieved.

Compare the situation in mental illness with that in physical illness.

- (f) Reliable information on the subject should serve to allay needless fears that the individual may have concerning his own mental states.

Many physical illnesses, cancer, heart disease, polio, and so on have received a great deal of publicity, much of it the type that will cause the person who is concerned about his health to worry a great deal. The heartening fact is that as each of these ailments is publicized and understood, more and more effort and money is devoted to finding effective means of prevention and cure.

Suggest that understanding and treatment of mental illness is still far behind that of physical ailments but that great progress has been made in recent years, and is still being made. Point out too, the handicaps to progress in the field -- the long and extensive training required to become a specialist, the expense of proper institutions and facilities for treatment, and the lack of public understanding.

Symptoms of the mentally ill are present in all of us. Emphasize that this is no cause for undue concern. It does not take too much imagination if we are concerned to find in ourselves the symptoms of serious physical illnesses, as well. Unless these become severe and prolonged we are not inclined to worry about them. Take as an example the list of symptoms on the outside of many patent medicine bottles; when these are suggested to us we can immediately find them in ourselves, but unless we are unduly concerned over health we do not take them seriously.

2. Viewpoint to be stressed

(a) Outdated ideas:

- i. Mental illness is possession by a devil.
- ii. The mentally upset are objects of disgust, scorn, or ridicule
- iii. Mental illness is hereditary

(b) The modern view:

- i. The mentally ill need the same sympathy, care, and help as the physically ill.
- ii. There should be tolerance of people who need help in handling their emotions.
- iii. There must be a desire for research and understanding in the field of mental illness.

(c) Responsibility of the individual
as a citizen:

- i. Try to realize and understand the problem of the mentally ill.
- ii. Be concerned with methods of prevention and cure.
- iii. Understand the problem well enough to be sympathetic and helpful should the need arise.
- iv. Understand the problem well enough to have no unfounded fears in the matter of his own mental health.

3. Characteristics of the mentally healthy person:

- (a) He enjoys life; he realizes that unhappiness occurs but knows that it has understandable causes.
- (b) He is self-confident and hopeful; he is discouraged at times but these periods are not prolonged.
- (c) He has some close friends, and is on friendly terms with many; he is able to get along reasonably well in his relationships with others.
- (d) He meets problems with concern, in proportion to their importance; he is able to bear his own burdens.
- (e) He is free from unreasoning fears but is sensibly concerned where concern is justified.
- (f) His conscience is a guide in behavior but does not punish him too severely for offenses.
- (g) He is not easily irritated; anger when justified is expressed in socially acceptable ways.

Emphasize the positive side, the outlook that stresses the joy of living rather than the one that broods over the dangers, slights, and failures, real or imagined.

4. Classes of mental disorders

(a) Character disorders

- i. Alcoholism
- ii. Drug addiction
- iii. Sexual deviations
- iv. Delinquency patterns
- v. Criminal behavior

Discuss these as the disorders that lead to behavior at variance with the standards that society has set. Point out that in many cases they may be the result of environment; that the individual finds himself unable to cope acceptably with continued lack of satisfaction of needs, with frustration and anxiety.

Could this type of behavior be considered as an extreme form of either defence or escape?

Character disorders occur in many people who have not been able or have not had the opportunity to develop the proper feelings with respect to the rights and integrity of others. They lack normal feelings of sympathy, kindness, and generosity, as well as conscience.

Emphasize the treatment rather than the punishment aspect in dealing with delinquents and law-breakers.

(b) Psychological disorders

This term is applied to a wide variety of seemingly physical disorders for which no organic cause can be discovered.

(c) Neuroses or psychoneuroses

These are described as troublesome maladjustments which still leave the affected person free to carry on a more or less normal life.

- i. Dissociative reactions, that is, behavior dissociated from the rest of the personality. Amnesia is an example. The condition may result from sudden shock or from continued pressure of an overpowering situation.
- ii. Conversion reaction (hysteria)
- iii. Phobias, unreasoning fears
- iv. Obsessions, compulsive behavior, e.g. hypochondria, kleptomania.

(d) Psychoses

- i. The term is applied to maladjustments so severe that the individual cannot associate normally with others, cannot carry on his work, cannot make sensible judgments, suffers from extreme personality disorganization.
- ii. A psychosis may have its origin in prolonged anxiety, depression, mania (high excitement, elation)
- iii. Mental aspects of the psychoses:
 - Loss of memory
 - Confusion of identification
 - Disorientation in time and place
 - Hallucinations
 - Delusions (of grandeur, persecution)

In some cases it seems that continued emotional disturbance for which no satisfactory release can be found seeks an outlet in the malfunctioning of some bodily organ. Introduce the psychiatrist's term "psychosomatic", that is, some bodily illness of mental origin.

Interest on the part of students in the neuroses and psychoses is generally strong. The temptation here will be to spend more time on the topic than is warranted in relation to the rest of the course. A general discussion of the symptoms, course, and possibility of treatment should be adequate in each case.

1. The first part of the report is devoted to a general survey of the situation in the country. It is based on the data collected during the last year.

2. The second part of the report is devoted to a detailed analysis of the economic situation. It is based on the data collected during the last year.

3. The third part of the report is devoted to a detailed analysis of the social situation. It is based on the data collected during the last year.

4. The fourth part of the report is devoted to a detailed analysis of the political situation. It is based on the data collected during the last year.

5. The fifth part of the report is devoted to a detailed analysis of the cultural situation. It is based on the data collected during the last year.

6. The sixth part of the report is devoted to a detailed analysis of the environmental situation. It is based on the data collected during the last year.

7. The seventh part of the report is devoted to a detailed analysis of the international situation. It is based on the data collected during the last year.

8. The eighth part of the report is devoted to a detailed analysis of the future prospects of the country. It is based on the data collected during the last year.

9. The ninth part of the report is devoted to a detailed analysis of the conclusions and recommendations. It is based on the data collected during the last year.

No evidence of clear thinking
Intelligence level becomes lower

iv. Behavior aspects of the psychoses:

Hyperactive (may be either
creative or destructive)
Unmoved stupor
Peculiar, bizarre, silly behavior
Senseless speech

v. Social aspects of the psychoses:

No understanding of family, friends,
or associates
No social responsibility
Belligerent and harsh
Apathetic and withdrawn

vi. Personality aspects of the psychoses

Deterioration, immaturity, ineffectiveness
Loss of standards
Deterioration of habit patterns
No ambition or motivation

vii. Organic psychoses where there is
actual damage to the brain structure
because of age, accident, tumor,
disease, drugs, alcohol, etc.
General paresis -- syphilis
Senility -- deterioration due to age
Delirium tremens (hallucinations) --
due to excessive use of alcohol

Introduce and explain the
terms syndrome, trauma.
This section should be concluded
with further reference to the
positive approach toward mental
health and the suggestion that
relatively few people are afflicted
with the various kinds of psychoses.

viii. Functional psychoses where there is
no evidence of an organic cause of the
maladjustment.

Manic-depression
Schizophrenia
Paranoia

5. Prevention of mental illness

- (a) Love and affection in the home
- (b) Reasonableness and necessary
restrictions
- (c) Freedom to foster growth of independence
- (d) Growth of self-confidence

Consider these two sections
in relation to the characteristics
of the mentally healthy person
outlined above.

6. Rules for good mental health

- (a) Good physical health
- (b) A hobby or well-developed interest
- (c) A few close friendships
- (d) A larger circle of less intimate
acquaintances
- (e) Balance of work and recreation
- (f) Discussion of troublesome problems

7. Treatment of mentally ill:

- (a) Physical means: drugs, surgery, shock treatments and physiotherapy
- (b) Psychological means:
 - i. Helpful attitude toward the patient
 - ii. Location of the maladjustment
 - iii. Help the patient make the adjustment necessary.

Because of its frequent mention in fiction, the movies, and so on, to many people psychoanalysis is psychology. Sorenson and Malm suggest the contributions of Sigmund Freud and his school to psychology in general. Any more detailed treatment of the theories of psychoanalysis are beyond the scope of this course.

Sorenson and Malm mention American organizations working in the field of mental health. Discovery and discussion of the work of Canadian counterparts should be undertaken if time permits.

[illegible]

UNIT III - PHYSICAL GROWTH AND BEHAVIOR

Objective

The objective of this unit is to develop an understanding of the physical bases of behavior.

A. Structures for Objective Awareness and Response

1. The sense organs: the receptors
 - (a) Review the senses and the organs of each
 - (b) Perception
 - (c) Extrasensory perception
 - (d) Intuition
2. The nervous system: the connectors
 - (a) The basic nerve cell
 - (b) The brain
 - (c) The spinal cord
 - (d) The nerves
 - (e) The autonomic nervous system
3. The effectors
 - (a) The muscles i. Striped
ii. Smooth
iii. Cardiac
 - (b) The glands

B. Physical Growth

1. Age periods in the human lifetime
2. Changes in weight and height
 - (a) By age
 - (b) By sex
3. Changes in
 - (a) Bodily proportions
 - (b) Muscle development
 - (c) Physical strength
4. Adolescence:
 - (a) Physical growth
 - (b) Weight and health
 - (c) Illness
 - (d) Physical activity

C. The Effect of Physical Development on Personality

1. Maturity and physical growth

- (a) What is meant by "maturity"?
- (b) Variations in age of maturing

- i. Between the sexes
- ii. Among members of the same sex

- (c) Weight, height, and personality in the "teens"
- (d) Dealing with people who are sensitive about their physical features

2. The biological changes of adolescence and their personality implications:

- (a) Changes in the organs and glands
- (b) Puberty, the age of sexual maturity
- (c) Physical growth vs. mental development
- (d) Growth and capacity

UNIT IV - EFFECTIVE LEARNING
(Chapters 15 - 18, Sorenson and Malm)

Objective

The objective of this unit is to develop an understanding of the learning process and the psychological principles underlying effective study habits.

A. Success in School and as an Adult

1. What is success?
2. Scholarship (a) and genius
 (b) in relation to success in high school
 and university
 (c) and success in life
 (d) and income
3. Characteristics of good scholarship and poor scholarship
4. The effect on scholarship of (a) extra academic load
 (b) a part-time job
 (c) allied activities

B. How to Study

1. Physical conditions conducive to study
2. Study schedules
3. Importance of habit in study
4. Study techniques
5. Reading as a key to study
6. Attention, interest, and fatigue

C. How We Learn

1. A definition of learning
2. What occurs when learning takes place
3. Principles of learning
4. Mistaken ideas about learning: (a) strengthening the mind through
 exercise
 (b) transfer of training
 (c) ability to learn decreases with age
5. How learning takes place: (a) conditioning
 (b) association
 (c) structuring and restructuring of
 experience
 (d) problem-solving
 (e) trial and error
6. Motivation and interest in learning
7. Plateaus in learning
8. Learning over the human life span

D. Memory

1. Evidences of remembering: (a) Recall
(b) recognition
(c) relearning
2. Causes of forgetting
3. Retention of what is learned
4. Improving memory

UNIT V - INTELLIGENCE AND THINKING
(Chapters 19 - 21)

The objective of this unit is to develop in the student an understanding of the nature of intelligence and its relationship to thinking.

A. Definitions of Intelligence

1. What the man in the street thinks it is (common sense)
2. What psychologists say it is
3. Terms used in discussing intelligence

B. The Distribution of Human Intelligence

1. The bell-shaped curve
2. The broad classifications

C. Intelligence and Levels of Thought

1. Animal thinking
2. Growth in human thinking: young children, older children, adults (the concept of mental age)
3. How to make best use of your intellectual level

D. Cultivation of Clear Thinking

1. Steps to follow
2. Pitfalls to avoid

UNIT VI - COURTSHIP AND MARRIAGE

The objective of this unit is to develop an understanding of the behavior factors which lead to wholesome and intelligent relations between the sexes.

Note: This unit should be offered only in schools where the administration has expressly authorized it.

A. Getting Along With Members of the Other Sex:

1. Skills of the individual in getting along with individuals and groups of the same sex
2. Skills of the individual in getting along with individuals and groups of the opposite sex

B. What Makes One Attractive to the Opposite Sex:

1. Adjustment to members of the opposite sex
2. Purpose of dating
3. Association with opposite sex
4. Psychological differences

C. The Importance of a Wise Marital Choice

1. Factors which may make a wise choice difficult
2. Conditions which favor a couple's happiness

D. Making a Successful Marriage

1. Factors essential for a successful marriage
2. The individual's responsibility

UNIT VII - PLANNING A CAREER

The objective of this unit is to develop in the student an understanding of the psychological approach to career selection.

A. Knowledge of Oneself:

1. Physical equipment for work
2. Mental equipment for work
3. Knowledge and skills
4. Character assets
5. Interests, likes, and dislikes
6. Needs

B. Knowing the Work

1. For those not going to college or university
 - (a) Learning a trade
 - (b) Homemaking
 - (c) Other types of work
2. For those going to college or university
 - (a) Suggestions:
 - i. Cost
 - ii. Admission requirements
 - iii. Specialization
 - iv. Getting information about the college or university

C. Putting A and B Together:

1. Having the intelligence needed
2. Educational requirements
3. Physical requirements
4. Personality requirements
5. Work opportunities
6. Job satisfactions

D. Getting Along on the Job:

1. Getting along with others
2. Attitudes toward your work
3. Changing jobs

E. Other Factors

1. A balanced day
2. Use of time
3. Use of money

PSYCHOLOGY 20

(Reprinted from Bulletin 2, 1953 edition. References now out of print have been omitted.)

The purpose of the course is to acquaint the student with the scientific method of psychology and its application to the solution of personal problems. Although the course is an introduction to elementary psychology, the general direction and emphasis should be towards an applied social psychology in which interest is centered on personality development and adjustment and guidance in character building. The outline for the course given below is based on Introductory Psychology, by Averill, who shapes his material to fit the student situation. This attitude should be carefully preserved by the teacher. It is not intended that the teacher should adhere strictly to the outline, which, possibly, includes more than can be covered during the year, but in selecting and organizing the material he intends to teach, he should note that the direction of the course is towards an idealistic, rather than a materialistic, philosophy of life. One of the outcomes should be an enhanced appreciation of the spiritual values of life.

REFERENCES BOOKS

For the Student:

Averill: Introductory Psychology.

For the Teacher:

Collins and Drever: Psychology and Practical Life.

Strecker and Appel: Discovering Ourselves.

Bowers: Thinking for Yourself.

OUTLINE

1. Human wants and how they are satisfied.
2. Our Habits.
Forming habits. How our habits help us. Breaking ourselves of bad habits. Forming new habits.
3. The scientific basis of psychology.
What our sense organs do for us.
The central nervous system.
Methods used in studying psychology.
Fields of psychology.
4. How to study.
The importance of learning how to study.
Some helpful study hints.
Making outlines, taking notes.
5. Mental attitudes.
Toward work, play, customs, institutions, people.
Sources of our attitudes.
6. Paying attention.
Can you keep your mind from wandering?
Disciplining our minds.
The attitude of attention.
Rules for improving attention.
7. How to remember.
How to develop a logical memory.
Why we forget.
8. Some rules of learning.
The law of association.
The laws of use and disuse.
The law of effect.
The principles of condition and transfer.

9. Work, fatigue and interest.

Work and the consumption of energy.
Why mental work causes fatigue.
The importance of sleep and rest.
Boredom. Interest as a motive.

10. Our feelings and emotions.

How do emotions differ from feelings?
The two strongest human emotions - anger and fear.
Other important human emotions.
The importance of emotions - their misuse and control.
Conquering timidity.

11. Thinking.

How the mind is set for thinking.
Thinking should lead to action.
Ideas.
Rules for a good thinker: Observe widely and
intelligently; cultivate an active reflective
mind; master a large vocabulary; converse with others.
Logical thinking - the syllogism.

12. Wish-thinking and propaganda.

Wish-thinking - thinking that is not thinking.
The will to believe - the propagandist.
The power of propaganda.
National and international propaganda.

13. What we do and don't inherit.

Heredity and environment.
Family likenesses. Law of chance in heredity.
Racial differences - myth of racial superiority.
Proof of environmental influences.
The fallacy that heredity is everything.
Common sense attitude towards heredity.

14. Meeting obstacles.

The role of conflict. Thwarted ambitions.
Solving the conflict by fresh attack, or by substitution.
Unhealthful solutions - running away and protecting your ego.
Poor adjustment to failure - sour grapes, projection,
rationalizing, day-dreaming.
The healthy personality faces reality.

15. Your Vocation.

What choice will you make?
Range of occupations open to Canadians or Albertans.
Classification of the world's work.
Obtain as much education as you can.
Questions to ask about any occupation:
How can a student prepare for success?

16. Character and Character Building.

What is character? Character and personality.
Some qualities in which intellect and character are
combined - charm, taste, tact, judgment, wisdom.
Good character leads to good acts.
Character and will. Character and happiness.
How our emotions affect our character.
Character and religion - the Christian character.
Character and school activities.
Six ideals of conduct.

17. Living Harmoniously.

Living with others.
Leadership and followership.
Adjustment to superiors.
Being a friend. Living with yourself.
Ways of achieving happiness.

18. Personality.

What is personality? Judging personality.
Differences in personality.
The wholesome personality.
A sense of humor.

19. Crime and delinquency.

Commonest crimes among young people.
The principal causes of delinquency.
Desire for adventure strong in youth.
Wholesome outlets for the adventuresome.

20. Developing a Healthy Mind.

The importance of having a healthy mind.
The healthy-minded person has a task.
Healthy-minded people use money wisely.
Healthy-minded people have a faith in God.

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